Writing.

*A New Handwriting** (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card): it is essential that the teacher should study instructions (6d.).

A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6 and 7 are good models for cursive writing.

Upper I.A., write verses from memory, and occasional short narrations.

B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

A *The Pilgrim's Progress** (Oxford Press, 3/6, *or* Nelson, 1/3), Part I., from "The Pillar of Salt" to the end. *Tales of Troy and Greece,** by Andrew Lang (Longmans, 5/-), pp. 145-200.

B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6 or any *complete* edition). Æsop's *Fables* (Murray, 2/6): choose from pp. 1-36.

English History.

A *Our Island Story,** by H. E. Marshall (Jack, 10/6, *or*, Part II., 3/3), pp. 230-285 (1347-1485). *Tales from St. Paul's Cathedral** (*Revised Edition*), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 63-88.

B *Our Island Story* (Jack, 10/6 or Part I., 3/3), pp. 85-128 (1017-1100).

Geography.

A *Ambleside Geography Books*, Book I.* (1926 *edition*) (Kegan Paul, 2/6), lessons 36-38 inclusive: Book II.* (1926 *edition*, 3/-) pp. 22-42, inclusive. (Map questions to be answered before each lesson). Pace and make plans of part of a garden, park, or playground. Learn something about six places connected with recent events.

Local geography out-of-doors (see *Home Education*, Part II.).
Philip's *Atlas of Comparative Geography** (3/6).
Take *The Home and Classroom Section* of *The Times* (*Times* Office direct, 6/- a year).

B *Ambleside Geography Books, Book I.*, lessons 1-5, inclusive. *Happy Homes in Foreign Lands*, by A. A. Methley, F.R.G.S. (Wells Gardner, 1/6), pp. 63-72 and 93-120 (India, Egypt, the Arctic.) *The Children of the Igloo* (Milford, 3½d. or 6d.). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, roads, parks, streets near home.

Natural History.[1]

A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of twigs; watch (*a*) animals, (*b*) birds.
Teacher will find useful: *Nature Rambles*: Vol. I., *Spring to Summer*; and *Nature in the Garden*, Vol. I.: *Early Days to Midsummer*; both by E. Step, F.L.S. (Warne, 2/6 each).

[1] Members overseas see special leaflet.

A *Birds of the Air** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 5-44. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 71-142.

B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 41-84. *Birdland*, by Oliver Pike (R.T.S. 6/-), Part II., pp. 64-107.

or, (overseas) A & B, *Within the Deep** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 7-44. *Animal Life in Africa,** by Martin Duncan (Milford, 1/-), pp. 5-50.

French.[2] (See N.B. 3.)

The work should be *oral only*, but in Upper I.A children may write down words and short sentences.

A (Upper), *La Vie de Madame Lapine* (Dent, 1/4), ten lessons. Learn a poem from *Recueil de Poémes*, Vol. I., by J. Molmy (Blackie, 6d.).
(First Year). *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), ten lessons.
Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9) children to narrate.

B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), *or*, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).
Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/6); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 3.)

(*Teachers' Books are essential*). Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, Pupils' Book 10d., Teacher's Book, 2/-).

(4th term), Pupil's Book, pp. 34-45, inclusive; with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 17-19, 20, 24;

(1st term), pp. 1-11, with cards 1-3, 6, 7 and 9.

B (1st term). *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, Pupil's Book, 7d.), pp. 1-13. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

Picture Study (see *Home Education*, pp. 307-311).

A & B Study reproductions of six pictures by Corot* (P.N.E.U. Office, 2/- the set): see notes *for teachers only* in the January number of the *Parents' Review*.

Brushdrawing.

A & B Paintings of (*a*) six kinds of twigs; (*b*) six wild creatures that you have been able to watch; scenes from stories taken from Reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used*. See *Home Education*, page 313.

[2] Schools may substitute the national language.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4½d.), coloured chalks, (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

Recitations.

A & B Learn 6 consecutive verses from work set in *Genesis*, and *St. Mark*. Psalms 23 and 47, or a suitable hymn. Learn a poem (each child may choose a different one).
Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each).

B (only) *The Fairy Green*, by Rose Fyleman (Methuen, 1/6).

Reading.

Children should ''visualise'' new words every day: see *Home Education*, page 240: see also word drill in the ''Beacon Readers.''

A (Upper). Poetry and books used for History, Geography, and Tales. *Black Beauty*,* by Anna Sewell (Oxford, 1/3 chapters 1-26.

A For children who can read a little: *Picture Tales from the Russian*,* Books I. to III. (Blackwell, 1/- each). *Woolly** (A Kaffir girl), (Milford, 3½d. or 6d.). *Irish Fairy Tales** (Collins, 6d.).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The New Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).
Holiday and Evening Reading:

A *Abraham Lincoln* (Nelson, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *Myths and Legends of Many Lands*, Vol. II. (Nelson, 1/3).

B *Tales from the Moors and the Mountains*, by D. A. Mackenzie (Blackie, 7/6), pp. 1-122. *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music Appreciation.

A & B The work of Brahms. See (*a*) article, and (*b*), *Our Work* for records and Gramophone Club, in the January *Parents' Review*.

Ear Training, Piano, etc.

A & B Regular lessons in ear training and sight reading.
Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *The Three R's in Music*, by Arthur Somerville (Boosey, 1/6).
Ear Training, by M. Chamberlain (Novello, 6/-), and *Eye Training*, by M. Chamberlain (Novello, 2/6), will be found useful. (See introduction for amount of work each term.)
The Child Pianist (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

Singing.

See *Ear Training* and *Eye Training* above.

A & B Learn two English songs.

A *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).

B For songs see *Ear Training* (see above), or *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Learn two French songs (see under French).

Drill.

A & B Daily drill and games.
A Hundred Children's Singing Games, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1919 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

Work : Crafts, etc.

A & B (*a*) Help in house or garden.
Practical Gardening for Children, by H. O. Marshall (S.P.C.K., (1/6)

(*b*) Paper modelling.
I.A & B. *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from sections I. to V.
I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicicchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.
Toys, may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

(*c*) Sewing.
Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6),
Knitting with large pins and coarse cotton or wool.

(*d*) Raffia Work.
Raffia Work, by E. Mochrie (Dryad, 3/6).
Help the ''Save the Children Fund,'' 26, Gordon Street, London, W.C.1.
Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/6).

N.B.—**The work in Form I.A lasts for two years (ages 7 to 9).**
In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A might be called ''Upper I.A.''

FORM II. (A. and B.)

(AGES 9—11).

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Genesis*, chapters 1-15, inclusive (see Paterson Smyth).

II. *St. Mark's Gospel*, chapters 9 (verse 14), to 10, and 14-16 inclusive.
Teacher study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-), lessons 1-8, inclusive (omitting questions), in order to bring the passages home to the children. Commentary on *St. Mark*, by Bishop Walsham How (S.P.C.K., 9d.), may also be used.
Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). *S.P.C.K. Bible Atlas* (1/-).

The following books will be found useful for teacher's own study.:
The Little Bible (Oxford Press, 2/6, see *Appendix for Teachers* and *Parents*). *Peloubet's Bible Dictionary* (R.T.S., 10/6). *Helps to the Study of the Bible* (Oxford Press, New Edition, 8/6).
For private daily Bible reading children may use: *Daily Readings and Notes* (Series "C") monthly schemes (1/6 a year, from The Secretary, B.R.F., 19, Old Queen St., London, S.W.1.), or *Lectiones*, 1932 (Spottiswoode, 1d.). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6; or with music, 3/6). *Daily Prayers for Schools*: *Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings*: for use in Opening School (S.C.M., 3/-).

Sunday Reading (optional):

A & B *The Book of the Long Trail*, by Henry Newbolt (Longmans, 2/6), pp. 1-91. *The Land of the Incarnation*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 7-102.

A *Chinese Heroes in Legend and History*, by Rev. W. Munn (C.M.S., 1/6).

B *Paths of Peace*, Book IV., by H. Bellis (Oxford Press, 1/4), pp. 96-183. Sunday Occupations:

A The Book of Centuries, see under General History.

A & B Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3.

Writing.

A & B *A New Handwriting** (which is not script), by M. M. Bridges

(P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 10 (capital). Transcribe with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *Twelfth Night*, or from the poetry books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (including written or oral narration daily after each lesson).

A (a) Stories, (b) verses, in the metres of poems read; choose subjects from work set in History and Reading. Letters of greeting and thanks.

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

Children are advised to join the P.U.S. Portfolio of Story and Verse (see *Our Work*, January *Parents' Review*).

English Grammar (see N.B. 3.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

A & B *First Grammar Lessons*,* by C. M. Mason (Dent, 1/6), pp. 90-110, inclusive, or continue.

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 394-396, and 429-494 (1587-1649). Make summaries of events and dates and begin a History chart of the 17th Century.

A Read also pp. 398-428 in French History time.

or, B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 67-137 (1154-1300).

A & B Take the *Home and Classroom* section of *The Times*; order direct from *The Times* Office (6/- a year).

A Teacher will find useful Quennell's *History of Every-day Things*, Parts IV. (16th Century), and V. (17th Century), Batsford, 3/- each). See also *History Charts* (P.N.E.U. Office, 6d.).

French History.

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 177-198 (1584-1642); *or*, (B), pp. 47-75 (1180-1302).

General History.

A *Man before History*,* by Mary Boyle (Harrap, 2/-), pp. 1-32; 38-52.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.).

Put in illustrations from all the history studied during the term (Bible, English, French, General). *Ancient Egypt*,* by D. A. Mackenzie (Blackie, 1/3), pp. 42-82, for reference. Visit museums. See British Museum Postcards: catalogue from the Museum.

Citizenship.

A Suitable stories from North's *Plutarch's Lives*: *Pompey** (Blackie, 10d.), pp. 64-123.

A & B *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 47-82, inclusive.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

Local geography out-of-doors; see *Home Education*, Parts II. and V.

Map questions (as in the Ambleside Geography Books) to be answered from map *before each lesson*; then reading and narration. Memory sketch maps. Ten minutes' exercise on map of the world every week. Know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* 1929 edition (7/6).

A (1) *The Counties of England*, *Ambleside Geography Book* III.* (Kegan Paul, 4/-), pp. 277-315, with Philip's supplementary maps for Hampshire,* Sussex* and Kent* (4d. each);

or, alternative work, *Cambridge Geographical Readers*, Vol. III., *The British Isles** (Cambridge Press, 3/6), pp. 143-204.

(2) *Round the Empire*,* by Sir George Parkin (Cassell, 2/6), pp. 244-271, for map study.

(3) Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 191-232, *or*, *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 35-57.

B (1) *Ambleside Geography Book II.*,* (Kegan Paul, 1926 edition, 3/-), pp. 142-169, or work with A above.

(2) *Round the Empire*,* as in A above.

Natural History,[1] etc.

A & B *Life and Her Children** (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 103-134.
The Sciences,‡ by E. S. Holden (Ginn & Co., 3/9, *revised edition*), pp. 185-224.
Children should make experiments where possible. *Easy Experiments in Science*, by H. McKay, (Oxford Press, 1/6), may also be used.
*Keep a Nature Note Book** (P.N.E.U. Office, 5d.; see *Home Education*, Parts II. and V.). Make special out-door studies according to the season and climate, with drawings and notes, *e.g.*, constellations; birds in the open, etc.
See *Nature Rambles*, Vol. I., *Winter to Spring*; also *Nature in the Garden*, Vol. I., *Early Days to Midsummer*, by E. Step, F.L.S. (Warne, 2/6 each); *S.N.S.U. Leaflets*, Nos. 45 and 49 (*The Great Bear and Other Constellations*, Parts I. and II.), 12 and 38 (*Birds in the Open and How to Distinguish Them, Parts I. and II.*). (2½d. each.)

French[2] (see N.B. 3).

A *French for Young Beginners*,* by Marc Ceppi (Bell, 2/-), Lessons 13-18, with pp. 117-119 (see also pp. 122-136 for verbs and pronunciation; omit phonetic script). *Roland et Fleur de Mai** (Blackie, 6d.), for narration.
New French Picture Cards, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), may be used for extra practice.

B *Le Français par les Images** (Dent, 1/4), Lessons 15-20, with corresponding exercises and vocabularies.

A & B Learn a poem from *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.).
Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-) with six Columbia records (6/- each, not stocked at the P.N.E.U. Office.)

Latin (see N.B. 3).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§43-62.

Arithmetic (see N.B.4).

Much care with tables and rapid mental work.
Dr. Ballard's *Fundamental Arithmetic* Books II. and III. with *Teacher's Books*. Also Alfred Wisdom's *Arithmetical Dictation* for rapid mental work.

A (1st Term), *Fundamental Arithmetic*, Book II.* (U.L.P., Pupils' Book, 10d.), pp. 50-64 (Teacher's Book, 2/-). *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 107-120; *or*, continue.

B (1st Term), *Fundamental Arithmetic* Book, II.* (U.L.P., 10d.), pp. 1-16 (Teacher's Book, 2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 61-75, or continue.
Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).
Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

[1] Overseas members see special leaflet.
‡ Comes to an end this term.
[2] Schools may substitute the national language.

Picture Study.

A & B Reproductions of six pictures by Corot* (P.N.E.U. Office, 2/-).
See notes for teachers only in the January *Parents' Review*, also *Home Education*, pp. 307-311.

Drawing.

Twigs of trees and leaf buds in brushdrawing. Studies of kitchen chairs, tables, cupboards. Original brush-drawings from scenes in books set for reading. Memory drawings.
Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6); work should be done with brush and in colour; *pencil should not be much used*.
Join the P.U.S. Portfolio (See *Our Work*, January *Parents' Review*).
Teacher may consult: *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6); *Drawing Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Music Appreciation.

The work of Brahms: see (*a*), article, and (*b*), the records suggested for gramophone clubs, under *Our Work*, in January *Parents' Review*.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.); *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

(*a*) *Ear Training*, by M. Chamberlain (Novello, 6/-); see Introduction for amount of work each term.

(*b*) Continue *Child Pianist* (Curwen & Son, from 3/- a volume); teacher using the *Teachers' Guide* (revised edition, 7/6).
An Introduction to Music, by H. E. Piggott (Dent, 3/6), will be found useful for theory.

Singing.

(*a*) Three English, and three French, songs.
The Clarendon Song Books: Book II. (Oxford Press, 2/6 or 3/-; words and voice part only 6d. or 8d.). *Folk Songs of France*, Book I. (Novello, 2/-).

(*b*) Sight-singing and Ear-training.

A *Ten Minutes' Lessons in Sight-Singing*, lessons 46-49 (Curwen, 3/-). Teacher use also *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33 and 34 (Curwen & Son, 2/6), and Exercises for Pupils (9d. a set).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Recitations.

A & B (*a*) Two suitable passages of about twelve verses each from work set in *Genesis*, and *St. Mark*, (*b*) Psalm 33, (*c*) a hymn, and (*d*) one of the following: a scene from the Shakespeare play, or fifty lines from an anthology.
*Laurel and Gold** anthology (Collins, 1/-). *Historical Lyrics and Ballads*, Book II.* (Blackie, 1/-); *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading.

Shakespeare's *Twelfth Night** (Blackie; Plaintext Edition, 6d.).

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 97-127. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 258-304. Scott's *A Legend of Montrose** (Nelson, 1/3). *or, Don Quixote** (Blackie, 10d.). Kingsley's *The Heroes** (Nelson, 1/3), first half, including his *Preface*.

B *The Heroes of Asgard*, by A. & E. Keary (Macmillan, 3/6), pp. 109-176. *Children of the New Forest** (1647), by Captain Marryat (Blackie, 2/-), or, *The Prince and the Page** (1265), by Charlotte Yonge (Macmillan, 2/6).

Drill, etc.

Daily drill, dancing, games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-).

(b) Dancing: *Scandinavian Dances*, Series II. and III. (Ling Association, 11d.). *The English Country Dance Graded Series*, by Cecil Sharp, Vols. I.-III. (Novello, 3/- each): description and tunes of 6 dances in each volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip, 3/-). Longball; Netball: *Hints on Coaching Netball*, by D. Stempel (Ling Association, 1/6).

Work : Crafts, etc.

(a) Help in house or garden.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(b) Carton modelling, etc.: make four models.

Paper Cutting and Modelling, by J. E. Tolson (Pitman, 4/-), Section VI. (Omit correlated schemes). Materials from Philip & Tacey, Ltd., 69, High Street, Fulham, London, S.W.6.

Lino Printing in Colour (Dryad Leaflet, No. 7, 4d.).

(c) Needlework: make a simple garment.

Pattern Making and Cutting Out, by Mrs. E. Griffith (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may also be used for stitches, etc. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used.

(d) Knitting: make a baby's garment.

"Bestway," No. 408, "Easiknit" *Woollies for Baby* (6d.).

(e) Cooking: recipes may be chosen from *The Nursery Cookery Book*, by K. Jameson (Warne, 3/6).

Help the "Save the Children Fund," address: 26, Gordon Street, London, W.C.1.

Teacher will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following :—*Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

N.B.—The work in Form II. lasts for two years (ages 9-11). In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A.

FORM III. (A and B)

(AGES 11-13).

Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

A & B *Old Testament History*,* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 9-100; text only. (Teachers use introductions and appendices). *The Life of our Lord* (continuous Gospel narrative compiled by R. G. Ponsonby, Bell, 2/6), pp. 1-69 inclusive.

A *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from the index.

A & B For reference: Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*). *Helps to the Study of the Bible* (Oxford Press, New Edition, 8/6).

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary, B.R.F., 19, Old Queen Street, London, S.W.1 (2/6 a year), or, *Lectiones*, 1932 (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening schools (S.C.M., 3/-).

For Sunday Reading:

A & B *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). Longfellow's *Poems* (Oxford Press, 3/6). *The Pilgrim's Progress*, Part I. (Oxford Press, 3/6, or Nelson, 1/3).

A *Pioneering for Peace* (League of Nations), by Hebe Spaull (Sheldon Press, 2/-), pp. 76-162.

B *The Roll Call of Honour*, by Sir A. F. Quiller-Couch (Nelson, 1/6), pp. 1-99.

A & B Sunday Occupations: A Book of Centuries (see under General History) Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, *or* (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, *or*, on subjects taken from the Programme. Doggerel must not be written. Metres of poems read under Literature should be followed.

Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see *Our Work*, January *Parents' Review*).

English Grammar. (See N.B.3.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A New Junior English Grammar, by R. B. Morgan (Murray, 2/-), (A), pp. 75-88; (B), 27-43, with additional exercises from Morgan's *Exercises in English Grammar* (Murray, 1/9), (A), pp. 49-56; (B), pp. 19-33.

Beginners work through *First Grammar Lessons,* by C. M. Mason (Dent, 1/6).

Literature. (See N.B.1.)

A *The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 305-318 and 356-395.

A & B Shakespeare's *Twelfth Night* (Blackie, Plaintext, 6d.). Scott's *Legend of Montrose* (Nelson, 1/3). Longfellow's *The Courtship of Miles Standish* (Blackie, 1/-, or Oxford Press, Complete Poems, 3/6). Read poetry daily.

Palgrave's Golden Treasury (with Part V., modern poetry, Macmillan, 2/-).

A Literary and Historial Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A & B *A History of England,* by Cyril Robinson, Vol. II., (Methuen, 3/6), pp. 116-187 (1625-1660), (or use Arnold-Forster's *A History of England* (Cassell, 8/6), pp. 394-398 and 428-494 (1587-1649.)

Make summaries of events and dates, and begin a chart of the 17th Century (see Robinson and Arnold-Forster, and *History Charts,* P.N.E.U. Office, 6d.).

Read the daily news and keep a calendar of events.

Take *The Home and Class Room Section* of *The Times* (*Times* Office direct, 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in England,* Part V. (17th Century), (Batsford, 3/-).

General History.

A *Hellas the Forerunner,* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 65-99. *Readings from Indian History,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 126-166.

Teacher will find useful Quennell's *Everyday Life in Homeric Greece* (Batsford, 7/6); *Coloured Postcards,* Set C 9 (India), (British Museum, 2/6).

B *A First History of France,* by L. Creighton (Longmans, 5/-), pp. 177-198 (1584-1642). Read also Arnold-Forster, pp. 398-428.

A & B Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit museums. For reference, (A) *Guide to Greek and Roman Antiquities* (British Museum, 2/-), and *Postcards,* catalogue to be had from the Museum. (B) *Ancient Egypt,* by D. A. Mackenzie (Blackie, 1/3), pp. 42-82.

Citizenship.

A *Ourselves,* Book I. (Kegan Paul, 4/6), pp. 24-47.

A & B North's Plutarch's *Lives: Pompey* (Blackie, 10d.), pp. 64-123. *Who is My Neighbour?* by H. Somerville, M.A. (Harding & More, 2/-), pp. 107-133.

A Dictionary of Classical Names for English Readers, by W. T. Jeffcott (Macmillan, 2/-), or Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

A For mothers to read aloud: *Life and its Beginnings,* by Dr. Helen Webb (Cassell, 2/6).

Geography.[1]

Local geography out-of-doors. Map questions as in the Ambleside Geography Book to be answered from map before each leasson; then reading and narration; memory sketch maps.

A & B *Ambleside Geography Book IV.,* 1928 edition, (Kegan Paul, 4/-), pp. 180-223 (Austria, Hungary, Czecho-Slovakia, Turkey.)

A Geikie's *Physical Geography Primer* (Macmillan, 1/9), pp. 1-46.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Philip's *Modern School Atlas of Physical, Political and Commercial Geography* (1929 edition, 7/6). Teacher will find useful *Out-door Geography,* by H. Hatch (Blackie, 2/6).

Natural History, Botany and Geology.[1]

A *Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 1-64.

B *Life and her Children,* by A. Buckley (Macmillan, 6/-), pp. 66-102.

A & B *The Study of Plant Life,* by M. C. Stopes (Blackie, 6/-), pp. 1-50.

Keep a Nature Note-Book* (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to the season and climate, *e.g.,* constellations, birds in the open, etc.

See *Nature Rambles,* Vol. I., *Winter to Spring;* also *Nature in the Garden,* Vol. I., *Early Days to Midsummer,* by Edward Step, F.L.S. (Warne, 2/6 each). S.N.S.U. Leaflets Nos. 45 and 49, *The Great Bear, etc.,* and 12 and 38, *Birds in the Open* (2½d. each). *A Nature Study Guide,* by W. S. Furneaux (Longmans, 6/6), may also be used.

General Science.

A *The Fairyland of Science,* by A. Buckley (Macmillan, 6/-) pp. 100-149.

French [2] (See N.B.3.)

A & B *Nouveaux Pas en Français,* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 38-67, with grammar and exercises or continue. Read and narrate only, *Renard et ses Confrères,* by L. Chauveau, edited by I. K. Clarke (Dent, 1/9) pp. 1-46; parse two pages.

Read several poems and learn one from *Recueil de Poèmes,* by J. Molmy, Vol. II. (Blackie, 6d.).

For extra practice, use *New French Picture Cards,* Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set.)

Latin. (See N.B.3.)

A *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,* by M. C. Gardner, M.A. (Oxford Press, 3/-); Part II., §§14-21.

B *Gradatim,* by H. R. Heatley and M. N. Kingdon (Longmans, 2/-), pp. 25-34; *or* continue in *A Latin Book for Beginners,* Part I.

[1] Overseas members see special leaflet.
[2] Schools may substitute the national language.

German.[2] **(See N.B.3.)**

A   *Primary German Course*,* by O. Siepmann (Macmillan, 4/-), lessons 1-3, inclusive, or continue.

Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested.

B   *Ich Kann Deutsch Lesen*,* by G. Gladstone Solomon (Heinemann, 2/6), pp. 1-26.

or, Italian.[2]. **(See N.B.3.)**

A   *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 4/6), Lessons 13-15, or continue.

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

Arithmetic. **(See N.B.3.)**

Dr. Ballard's *Fundamental Arithmetic*, Books III. and IV., with Teacher's Books. *Arithmetical Dictation*, by Alfred Wisdom, for rapid mental work.

A   (1st Term.) *Fundamental Arithmetic*, Book IV.* (U.L.P., Pupil's, 1/-), pp. 21-40, (Teacher's, 2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-). Exs. 196-210.

B   (1st Term.) *Fundamental Arithmetic*, Book III. (Pupil's Book, 1/-), pp. 41-59, (Teacher's, 2/3), with *Arithmetical Dictation*, Book III. (1/-), Exs. 151-168.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith(Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

Geometry. **(See N.B.3.)**

A   *A Shorter School Geometry*,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6); pp. 57-59 and 98-116, or continue.

The School Set of Mathematical Instruments,* (P.N.E.U. Office, 1/-, or 2/-).

Algebra. **(See N.B.3.)**

A & B   *Exercises in Algebra for Beginners*,* by W. S. Beard (Bell, 10d.), pp. 22-35 (Ex. 51).

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Corot* (P.N.E.U. Office, 2/- the set).

See the special notes *for teachers only* in the January *Parents' Review*; also *Home Education* and *School Education*.

Painting, etc.

Studies of trees in winter, moving figures. Original illustrations (*e.g.*, of nursery rhymes) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see under *Our Work* in the January *Parents' Review*).

Teacher should consult *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

[2] Schools may substitute the national language.

Music Appreciation.

The work of Brahms; see (a) article, and (b) *Our Work* in the January *Parents' Review*, for records suggested and Gramophone Clubs.

Music, Piano, etc.

In addition to usual work, choose and learn if possible a suitable composition by Brahms. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

Three English songs, and three French songs.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. 6d.). *The Three R's in Music*, by A. Somervell (Boosey, 1/6), will also be found useful.

The Clarendon Song Books; Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

Fifty Steps in Sight-Singing, by Arthur Somervell, steps 30-40 (Curwen & Son, 2/6), with suitable exercises from *The Rapid Sight Reader*, by A. Somervell (Boosey, 3d.), *e.g.*, exercises 96-103.

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 45, 46, 47, 48. (B learn two Psalms only). Two hymns. A scene from the Shakespeare play, *or*, two poems.

Choose from *The Golden Treasury*, or from *Historical Lyrics and Ballads*, Book II. (Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

A & B   Bulfinch's *Age of Fable*,* (Dent, 2/-), pp. 97-127. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 46-88.

A   *An Embassy to the Great Mogul*,* by Sir Thomas Roe (Blackie, 10d.)

B   *Don Quixote*,* (Blackie, 10d, *or* more complete, Wells Gardner, 7/6).

Drill, etc. (Choose new work each term).

Daily drill, dancing, or games.

(a) Drill; Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance*, Graded Series, by Cecil Sharp, Vols, III-VI. (Novello, 3/- each volume), each containing instruction and music for 6 dances. *Scandinavian Dances*, Series II. and III. (Ling Association, with instruction, 11d. each).

(c) Games: Netball; Lacrosse. See *Hints on Coaching Netball*, by B. Stempel (Ling Association, 1/6).

Work: Crafts, etc.

Do some definite house or garden work.

Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book I., by W. N. Matthews (Pitman, 10d.). (Materials from Philip & Tacey, Ltd., 69, High Street, Fulham, London, S.W.6.).

(b) Cooking.

Catering for the Young, by D. Morton (Werner, Laurie, 2/6).

(c) Sewing: cut out and make a garment and do some embroidery.

Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

(d) Knitting: knit a jumper.

(e) Basketwork: make three baskets.

Canework, by C. Crampton (Dryad, 3/6).

or (e) Boys: make models in woodwork.

101 *Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-) or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d. and Sheet No. 15, 6d.)

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26, Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

N.B.—The work in Form III. lasts two years (ages 11-13). Where the same book is used in Form I I. A & B., more advanced work should be expected from pupils in Form III. A.

FORM IV. (A. and B.)

(AGES 13—15).

Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

A & B *Old Testament History*,* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. I., pp. 9-100, with introduction and appendices. *St. John's Gospel** with Commentary by Bishop Walsham How (S P.C.K., 9d.), chapter 1-7. *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 66-126, with Bible passages from the index.

For reference: *Helps to the Study of the Bible* (Oxford Press, new edition 8/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas** (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*).

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19, Old Queen Street, London, S.W.1., (2/6 a year); *or*, *Lectiones*, 1932 (Spottiswoode, 1d.). *St. John's Gospel* in French (Bible Society, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *A Life of Jesus*, by Basil Mathews (Oxford Press, 7/6). Kinglake's *Eothen* (Dent, 2/-). *The Pilgrim's Progress*, Part I. (Oxford Press, 3/6 or Nelson 1/3). *Dutch Agnes Her Valentine*, by W. G. Collingwood (Heinemann, 6/-). *Pioneering for Peace* (League of Nations), by Hebe Spaull (Sheldon Press, 2/-), pp. 76-162.

Sunday Occupations: A Book of Centuries (see under General History). Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

Writing.

Choose and transcribe passages from (a), the poets set, and, (b) other literature, in *A New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (A *New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) newspaper, *or* (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, *or*, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. Webster's *Little Gem Dictionary* (Bell, 1/6) may be used for reference.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, see under *Our Work* in the January *Parents' Review*).

English Grammar. (See N.B. 3).

Parse and analyse each week from books of poetry and prose, making progress each term.

A *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 23-41 and 132-151 (with suitable exercises from the end of the book).

B *A New Junior English Grammar*,* by Morgan and Treble (Murray, 2/-), pp. 123-139, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9), pp. 73-82.

Literature. (See N.B. 1).

A & B *The History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 305-318, and 356-395. Shakespeare's *Twelfth Night** (Blackie, Plaintext, 6d.). Scott's *The Fortunes of Nigel** (Nelson, 1/3). Milton's *Poems*,* (Oxford Press, 3/6 or *Comus and Minor Poems** only, 9d.)

Read poetry daily.

Shakespeare to Hardy, An Anthology of English Lyrics* (Methuen, 1930 Edition, 3/6).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6) may be used.

English History.

A & B *A History of England*,* by Cyril Robinson, Vol. II. (Methuen, 3/6) pp. 116-187 (1625-1660); *or*, IV. B only, use Arnold-Forster's *A History of England** (Cassell, 8/6) pp. 394-398 and 428-494 (1587-1649) Make summaries of events and dates, and begin a chart of the 17th Century. Read the daily news and keep a calendar of events.

Take the *Home and Class Room* section of *The Times* (*Times* office direct, 6/- a year).

Teacher will find useful Quennell's *History of Everyday Things in Eng-land*, Part V. (17th Century), (Batsford, 3/-). *History Charts* (P.N.E.U. Office, 6d.

General History.

A (*Medieval and Modern Times*, by J. H. Robinson (Ginn & Co., 10/6), continued next term). *Hellas the Forerunner*,* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 106-153. *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 74-139 (omitting set questions).

B *Hellas the Forerunner*,* Vol. I., by H. W. Household, M.A. (Dent 3/6), pp. 65-99. *Readings from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 126-166.

A & B *Keep a Book of Centuries** (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.) Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum.

Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

Citizenship.

A & B *Ourselves*,* Book I, (Kegan Paul, 4/6), pp. 24-47, North's Plutarch's *Lives: Pompey** (Blackie, 10d.), pp. 64-123. Ruskin's *Sesame and Lilies** (Allen, 2/-), Preface and Lectures I and II.

A Dictionary of Classical Names for English Readers, by W. T. Jeffcott (Macmillan, 2/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

Geography.[1]

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.

A & B *Ambleside Geography Book V.,** 1931 *edition*, (Kegan Paul, 5/-), pp. 21-85 (Asia Minor, Arabia, Persia, India).

A Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 317-360. Some account of the physiography of your neighbourhood.

B Geikie's *Physical Geography Primer** (Macmillan, 1/9), pp. 1-46.

A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

Philip's *Modern School Atlas of Physical, Political and Commercial Geography** (1929 edition, 7/6). Teacher will find useful *Outdoor Geography*, by H. Hatch (Blackie, 2/6).

[1] Overseas members see special leaflet.

Natural History, Botany and Geology.[1]

A & B *Elementary Studies in Plant Life*,* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 42-74.

A *The Elements of Geology*,* by M. A. Johnstone (Nelson, 3/6), pp. 13-57, with a good map of the British Isles; some account of the geology of your own neighbourhood.

B *Winners in Life's Race*,* by A. Buckley (Macmillan, 6/-), pp. 1-64.

A & B Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.

For out-door work, some special study suitable to season and climate. See *Nature Rambles*, Vol. I.: *Winter to Spring*; also *Nature in the Garden*, Vol. I., both by Edward Step, F.L.S. (Warne, 2/6 each). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may be used.

General Science, Physiology.

A *The Stars in Their Courses*,* by Sir J. Jeans (Cambridge Press, 5/-), pp. 49-99.

B *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K. 5/-), pp. 7-53.

A & B *Physiology for Girls*,* by M. A. Johnstone (Blackie, 3/-), pp. 1-46.

French.[2] (See N.B. 3.)

L' Enseignement Littéraire du Français,* by J. Molmy, Vol. I. (Hachette, 2/6), (A) lessons 27-34; (B) lessons 7-12 inclusive. Teacher study preface. Read and narrate *La Bête dans les Neiges*,* by Francisque Parn (Nelson, 2/-), pp. 1-56. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.)

For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi, and H. M. Brock (Bell, 2/- a set). Read from a French Gospel (see under Bible Lessons).

Latin. (See N.B. 3)

A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,* by M. C. Gardner, M.A., (Oxford Press, 3/-), (A) Part II., §§ 59-64; (B), 35-42, inclusive.

A Virgil's *Aeneid*, Books I.,-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 57-69.

German.[2] (See N.B. 3.)

A & B *Primary German Course*,* by O. Siepmann (Macmillan, 4/-), Lessons 10-12, inclusive. Teacher study preface.

A For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/-), Nos. 1-16 (Hercules).

or, Italian.[2] (See N.B. 3.)

A & B *Italian Lessons and Readings*,* by C. U. Clark (Harrap, 4/6), Lessons 13-15 or continue.

A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 17-28 (inclusive). The *Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

[1] Overseas members see special leaflet.
[2] Schools may substitute the national language.

Arithmetic. (See N.B.3).

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. Teachers' Books are essential. (University of London Press, 1/1), with Teacher's Book V. (2/3). (A. 1st Term), pp. 60-79; *Fundamental Arithmetic*, Pupil's Book V.* (A. 1st Term), pp. 60-79; (B. 1st Term), pp. 1-20. *Arithmetical Dictation*, Book V. (U.L.P. 1/3). (A), Exs. 301-320; (B), Exs. 241-261.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D. Litt (U.L.P 6/-).

Geometry. (See N.B. 3.)

*A Shorter School Geometry,** by H. S. Hall and F. H. Stevens (Macmillan, 4/6), pp. 184-186, 188-201, and revise Section II.; or, continue. *The School Set of Mathematical Instruments** (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B.3).

*A School Algebra,** by H. Hall, Part I. (Macmillan, 3/6), pp. 148-153 169-177, 139, or continue.

Picture Study and Architecture.

Study, describe, and draw from memory details of, six reproductions of pictures by Corot* (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the January *Parents' Review*; also *Home Education* and *School Education*.

A *The Story of Architecture,** by P. L. Waterhouse (Batsford, 6/-), pp. 1-58.

Painting, etc.

Studies of trees in winter, moving figures. Original illustrations (*e.g.*, of nursery rhymes) and simple memory drawings.

Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, see *Our Work* in the January *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6). *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

Music Appreciation.

The work of Brahms; see (*a*) article, and (*b*) *Our Work* for suggested records and Gramophone Club notes, in the January *Parents' Review*.

Music, Piano, etc.

Music and its Story, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Brahms. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing and Ear Training.

Three English songs and three French songs.

The Clarendon Song Books: Books II and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

Fifty Steps in Sight-Singing, by Arthur Somervell, steps 39 and 40 (Curwen, 2/6), with suitable exercises from *The Rapid Sight Reader*, by Arthur Somervell (Boosey, 3d.) *e.g.*, exercises 96-103.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 45, 46, 47, 48. Two hymns. A scene from *Twelfth Night*, and two poems from anthology set.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (the Butcher and Lang translation, Macmillan, 4/6), Books 9-12. *Pioneers in Tropical America,** by Sir Harry Johnstone (Blackie, 3/6), pp. 1-98. *The Adventures of Montluc,** (Blackie, 10d. *Kim,** by Rudyard Kipling (Macmillan, 6/-).

Drill, etc. (Choose new work each term).

Daily drill, dancing or games.

(*a*) Drill: Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6); take six consecutive tables. Use also 1927 *Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(*b*) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI, (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).

(*c*) Games: Netball, Lacrosse. *Hints on Coaching Netball*, by B. Stempel (Ling Association, 1/6).

Work: Crafts, etc.

Do some definite house or garden work.

Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans 6d. each).; *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(*a*) Cardboard modelling: make six models.

Individual Work in Cardboard Modelling, Book II., by W. N. Matthews (Pitman, 10d.). (Materials from Philip & Tacey, Ltd., 69, High Street, Fulham, London, S.W.6.)

(*b*) Cooking.

Catering for the Young, by D. Morton (Werner Laurie, 2/6).

(*c*) Sewing: cut out and make a garment, and do some embroidery.

Pattern Making and Cutting Out, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6) may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

(*d*) Knitting: knit a garment.

(*e*) Basketwork: make three baskets.

Canework, by C. Crampton (Dryad, 3/6).

or (*e*) Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use sheet No. *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.)

Boys and girls, darn and mend garments from the wash each week. *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26, Gordon Street, London, W.C.1

For drawing and all handicrafts, teacher should consult *Drawing Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

N.B.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A.

FORMS VI. & V.

(AGES 15—18).

Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Mac-
millan, 10/-): (*a*) Introduction, pp. lxxiv-lxxxv. and cxxxiv-cxliv.;
(*b*) *Ezekiel*, chapters 1-24, pp. 488-508; (*c*) *The Epistle to the Galatians*,
pp. 944-957; see also *The Clarendon Bible: Galatians*, with commen-
tary by A. W. F. Blunt, B.D. (Oxford Press, 3/6). *The Life of Our
Lord* (a continuous Gospel narrative compiled by R. G. Ponsonby,
Bell, 2/6), pp. 70-152, with notes from Dummelow.

The Saviour of the World, Vol. III. (P.N.E.U. Office 3/-), pp. 66-126,
with Bible text (see Index) and notes; from Dummelow.

For Sunday reading (optional):

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 197-253. *A Short
History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 1-100.
Life of Charles Kingsley (Macmillan, 8/6). *Courage, Truth, Purity*.
Sermons by Rev. E. H. Charles, D.D. (Blackwell, 6/-).

V. Stanley's *Sinai and Palestine* (Murray, 4/-) pp. 62-124. *The Realism of
Christ's Parables*, by Canon Quick (S.C.M., 2/-). Ruskin's *Praeterita*,
Vol. I. (Allen & Unwin, 3/6), *or*, De Quincey's *Early Life* (Dent, 8d.)

VI. & V. *The Adventure of Paul of Tarsus*, by Rev. H. F. B. Mackay
(Philip Allan, 7/6), pp. 1-95. Wordsworth's *Sonnets to National
Independence and Liberty* (Complete Poems, Oxford, 3/6).

Composition. (The daily ''reports'' also come under this heading).

VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays
on subjects suggested by the term's work in Literature, History,
Science, or, on topics of the day. Occasionally write verses, *which
must scan* (see Morgan & Treble, Section VII.).

English Language.

Both Forms, parse and analyse every week.

VI. Taylor's *Words and Places* (Dent, 2/-), pp. 19-150. *On the Art of Writ-
ing*, by R. L. Stevenson (Chatto & Windus, 1/6).

V. For revision and reference (Accidence, Syntax, History of Language,
etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble
(Murray, 3/6). Trench's *English Past and Present* (Dent, 2/-), pp.
51-110; (second half of Lecture II, and III.).

Literature. (Books set include holiday and evening reading).

VI. & V. (*a*) Euripides' *Iphigenia in Tauris* (Vol. I. Dent, 2/-). (*b*) Shake-
speare's *Twelfth Night* (Blackie, Plaintext, 6d.; *or*, Verity's edition,
Cambridge Press, 2/6).

VI. (*c*) Carlyle's *Sartor Resartus* (Dent, 2/-); (*d*) *English Critical Essays* (19th
Century), (Oxford, 2/-), pp. 1-84 and 120-190; (*e*) Ruskin's *Unto This
Last* (Allen & Unwin, 2/6); (*f*) Borrow's *Lavengro* (Oxford, 2/-); (*g*)
Disraeli's *Sybil* (Oxford, 2/-); or Kingsley's *Alton Locke* (Nelson, 1/6);
(*h*) *Selections from Coleridge* (Methuen, 2/-); (*i*) *Come Hither*, by Walter
De la Mare (Revised Edition, Constable, 10/6); (*j*) *Oxford Book of
English Verse* (Oxford Press, 8/6).

V. (*c*) Ruskin's *The Seven Lamps of Architecture*, and (*d*) *Frondes Agrestes*
(Allen & Unwin, 3/6 each); (*e*) De Quincey's *Essays: The Mail Coach*
(Blackie, 1/6); (*f*) Byron's *Childe Harold's Pilgrimage*, Canto III.
(Blackie, 3d.); (*g*) Dickens' *David Copperfield* (Dent, 2/-), *or* Jane
Austen's *Emma* (Nelson, 1/3) and Dickens' *Pickwick Papers* (Dent,
2/-) (*h*) *The Book of English Poetry* (Jack, 7/6), contemporary poets
(1815-1856), (Coleridge, Shelley, Wordsworth). For reference only,
English Literature, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly.
Learn a hundred lines of poetry. Be able to give some account of
what you have read in each book, with sketches of the chief characters.

English History.

VI. *British History in the Nineteenth Century*, by G. M. Trevelyan (Long-
mans, 12/6), pp. 180-324 (1815-1858).

V. *A Short History of Great Britain since* 1714, by R. B. Mowat (Oxford,
3/6), pp. 529-602 (1815-1858); or, better, read from Trevelyan with
VI.

General History.

VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald &
Evans, 15/-), pp. 362-395. *Modern History 1750-1925*, by H. W.
Hodges (Blackie, 7/6), read from pp. 78-210 (contemporary with
Trevelyan, above).

V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 74-139. *Medieval
and Modern Times*, by J. H. Robinson (Ginn, 10/6), (latest edition),
contemporary European history from pp. 564-625 (1815-1858).

VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better,
2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.),
putting in illustrations from all the history studied during the term
(Bible, English, General). Visit museums. Make summaries of
dates and events. Use maps. Make charts. *History Charts*
(P.N.E.U. Office, 6d.)

Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and
Classical Geography* (Dent, 2/6).

Every-Day Morals and Economics.

VI. Plato's *Four Socratic Dialogues: Euthyphro* (Oxford Press, 4/6). *Econ-
omics for the General Reader*, by Henry Clay (Macmillan, 4/6), pp.
395-476.

V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 33-67. *The Economic
World*, by A. R. & E. M. Burns (U.L.P., 5/-), pp. 222-294.

Geography.

VI. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 223-264.
The Other Side of the Lantern, by Sir F. Treves (Cassell, 3/6), pp.
215-319. *A Shorter Physical Geography*, by E. de Martonne (Christ-
ophers, 7/6), pp. 148-207.

V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford
Press, 3/6), pp. 311-372, with *Ambleside Geography Book V*. (1931
edition, Kegan Paul, 5/-), for reference and map work. Huxley's
Physiography (revised 1924, Macmillan, 5/-), pp. 317-360, *or*, take
Martonne, with VI. Mort's *An Elementary Practical Geography*
(Blackie, 2/6), pp. 9-25.

Philip's *Pocket Surveyor* (Philip & Son, 2/6) will be found useful.

VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers. and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

The World-Wide Atlas (Johnston. Edinburgh, 10/-).

General Science.

VI. *Science and the Unseen World*, by Sir A. S. Eddington (Allen & Unwin, 1/6).

V. *Scientific Ideas of To-day* (1925 edition) by C. R. Gibson (Seeley, 6/-), pp. 171-220.

VI. & V. Geikie's *Geology* (revised 1921, Macmillan, 7/6), pp. 192-236. Some account of the geology of your neighbourhood, drawing sections. *The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, Physiology, etc.

VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 48-99. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 92-130.

V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 239-277; 88-111. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xii and xxv (buds, trees and shrubs).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 40-86 (45-98 in the old edition).

V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 253-314 (second half of chapter 12, and chapters 13 and 14).

Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 70-75. *Colomba*, by P. Merimée (Nelson, 2/-) *Three Plays*, by A. de Musset (Nelson, 2/-), pp. 1-73, *Fantasio*. Take a French paper (list can be obtained from Hachette).

VI. *The Oxford Book of French Verse* (Oxford Press, 8/6)

V. *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 16-67; 122-127; 136-142. *Limen*, Part II, (Murray, 2/6), pp. 280-292 and 208-242. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 1-21.

V. *Limen* (Murray 2/6), pp. 95-134, or, (second year), pp. 208-236. Virgil's *Æneid Book IX*, with notes, etc., by Rev. H. M. Stevenson, M.A., (Macmillan, 2/-) lines 314-589. *Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 131-157. V.: pp. 38-50, inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6); read Heine's Poems.

VI. *Die Harzreise*, by Heinrich Heine, edited by B. J. Vos (Harrap, 2/-).

VI & V. Camisso's *Peter Schlemihl* (Harrap, 2/-).

or, Italian.

VI & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6); read from Part II., using Part I, and Appendices for studies in Grammar. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).

VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigioni*, by Silvio Pellico (Hachette, 2/6).

V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 1/8). First *Book of Italian Verse*, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

Arithmetic.

VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 22-43; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Exs. 352-373.

or (second year) Dr. Ballard's *Fundamental Arithmetic*. Book VII. (1/4), pp. 1-30, 91-93 (sets A & B), and 98-103 (sets A-F), with Teacher's Book VII. (2/6).

Geometry.

VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 204, 205, 210, 211, 213-217 or (second year), pp. 254-260, and revise section III.

The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

Algebra.

VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 178-179, 183-185, 191-193, 195-199, 201-206; *or*, (second year), 255-260, 264-277, 250-254.

Art Studies.

VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 20-23, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), pages 180-266.

V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 27 & 28. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-) pp. 1-58.

For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

VI. & V. Six reproductions of works by Corot (P.N.E.U. Office, 2/- the set); see notes in the January *Parents' Review*.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 164-193. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

The work of Brahms: see (*a*) article, and (*b*) records suggested and Gramophone Club notes under *Our Work*, in the January *Parents' Review*. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

(a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6.) (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

Singing.

Two English and two French songs; two German songs or two Italian songs.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6). *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each).

Drill, etc.

Daily drill, dancing or games.

A Manual of Free Standing Movements, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12. (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance, Graded Series*, Vols. VI-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Netball, Lacrosse.

Work: Arts and Crafts.

The Basis of Design, by Walter Crane (Bell, 10/-), pp. 1-90. *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Studies in object drawing, light and shade, and memory drawing; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 9-25 and 84-88. Studies of animals: *Animal Drawing and Anatomy*, by Edwin Noble (Batsford, 10/6).

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). Darn and mend each week. Make a garment.

(a) Bind or repair a book: *Simple Bookbinding*, by W. F. Matthews (Pitman, 2/-) *or*, (b) Metal Work: *Decorative Metal Overlay*, by B. Cuzner (Dryad, 2/-). See also Glass, pp. 188-206.

Help the "Save the Children Fund," 26, Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For further particulars write to the Director, The Parents' Union School, Ambleside.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17.)

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, (5/6), *School Education* (5/-), *Parents and Children* (5/-); *An Essay Towards a Philosophy of Education* (7/6), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 4.—Each pupil should have a copy of the books marked*, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill, and Handicrafts are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and Forms IIA-VI a Century Book also.

N.B. 5.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland.

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To Ex-P.U.S. Members who have already worked through Form VI., and Ex-Students of the House of Education taking the P.U.S. Reading Course.

Bibliographies for further reading will be found in *The Legacy of the Ancient World, Ancient Times, Medieval and Modern Times*, Hodges' *Modern History*, Trevelyan's *British History, The Study of Animal Life, The Economic World*.

The following books are also suggested for 1932: *The Faith of a Moralist*, by A. E. Taylor, Gifford Lectures, Series I. (Macmillan, 15/-); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); Bishop Hicks' *The Fullness of Sacrifice* (Macmillan, 15/-); *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6); *The Letters of Gertrude Bell* (Benn, 8/6); *Schliemann of Troy*, by Emil Ludwig (Putman, 21/-); *The Sword of State* (Wellington after Waterloo), by Susan Buchan (Hodder & Stoughton, 5/-); *The History of British Civilization*, by E. Wingfield-Stratford (Routledge, 15/-); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *The Nature Everybody's Business* by Hartley Withers (Jonathan Cape, 10/6); *The of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 12/6); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6).

EXAMINATIONS.

FORM I. (A. and B.)

(AGES 6—9).

Bible Lessons.

I. 1. Tell a story about (a) the Garden of Eden, or (b) the Flood.
   2. Tell a story about (a), the Tower of Babel, or (b), Abram and Lot.

II. 1. Tell the story of (a), the man who had great possessions, or, (b), Blind Bartimæus.
   2. Tell the story of (a), Jesus in the house of Simon, or, (b) the women who found the stone rolled away from the sepulchre.

Beginners. Tell a Bible story you have heard this term.

Writing.

A Write (once only) a line of poetry from memory.

B Write, or print (once only).—
   "Nine brown elephants standing in a row."

Tales.

A 1. Tell (a) about Giant Despair, or, (b) how Christian and Hopeful met with the Flatterer.
   2. Tell (a) how Ulysses came to his own country disguised as a beggar, or, (b), a story about Phrixus and Helle.

B 1. Tell (a), a short fairy story, or, (b), one long, or two short Æsop's Fables.

English History.

A 1. Tell a story about (a), King John of France and the Black Prince, or, (b), Richard II. and Wat Tyler.
   2. Tell a story about (a), Joan of Arc, or, (b), the Red and the White Roses.
   3. Tell a story about (a), Lord Nelson, or, (b), Sir John Macdonald.

B 1. Tell about (a), the crowning of King Harold, or, (b), Harold of England and Earl Tostig.
   2. Tell a story about (a), Taillefer, or, (b), Hereward the Wake.

Geography.

A 1. What would you expect to see (a), if you climbed up a mountain, or, (b), if you could find where a river begins? Draw (a), a mountain chain, or, (b), the course of a river.
   2. What do we mean by the British Isles? Name and, if you can, draw each of them. Tell all you can about the seas surrounding them.

or, 2. Describe a journey from Spithead to Berwick.
   3. Pace and make a plan of a path in a garden or park.

B 1. What shape is the world? How can we see this for ourselves?
   2. Tell about four different kinds of home in (a), India, or, (b), in the lands of snow and ice.
   3. Tell about a place that you have heard about this term. Where would you find it on a map?

Natural History.

A 1. Tell about (a), a shrew, or, (b), a toad.
   2. Mention four birds you know by sight (or have read about), and say something you have noticed (or know) about each. What sort of nests do they build?

or, 2. Tell what you can about the sleeping places of birds.

B 1. Tell about (a), a cuckoo, or, (b), a grass-snake.
   2. Tell about (a), the sedge warbler and its nest, or, (b) a raven.

Overseas, A & B.

   1. Tell what you can about (a), a chimpanzee, or, (b), a leopard.
   2. Tell (a), the story of the flat fish, or (b) about a sticklebat.

French* (Oral only).

A Children (a), to recite a series, or, tell about a picture in *Madame Lapine*, (b), make 3 new sentences, (c), recite a poem.

B Say six sentences or answer six questions in French.

Number. (All working must be shown and answer clearly stated.)

A (4th term.) 1. Mary has 2/6 to spend on four toys for 4 children. Make a list showing what she bought, and give the prices.
   2. Draw a line 5 inches long. Cut off 2 inches first and then 1½ inches. What is left?
   3. There are twenty-four nuts on a plate. If Jacko takes them all away and can only take away two nuts at once, how many times will he go to the plate?

A (1st term.). 1. Mary buys a pencil-box for sixpence, and puts in two pencils at twopence each, a pen holder for a penny, and four nibs at a penny. How much does she spend?
   2. Twenty-five children were invited to a picnic; then seven more children were asked, and then nine more. How many apples must be taken to give each child one?
   3. If Jack has three brothers and sisters and Susan four brothers and sisters, how many children are there altogether?

B (1st term.). 1. John buys three picture post cards at a penny each. If he buys a penny stamp for each, how much does he spend altogether?
   2. Tom cuts in half a piece of string 8 inches long. How long is each piece then?
   3. Make up 10 in four different ways.

Picture Study.

A & B Describe "View of Sin-le-Noble," by Corot.
   (*Another picture by Corot may be described if this one was not taken*).

Brushdrawing. (All work to be done with brush and in colour.)

   1. Make a picture, giving it a name, for one of the stories (from books set) that you have enjoyed this term.
   2. (a), A tree twig with leaf buds, or, (b), an animal you have been able to watch.

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work, Crafts, etc.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B.—Please note carefully (*a*) the amount of written work expected in Form I.A, the rest being dictated, (*b*) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

FORM II. (A. and B.)

(AGES 9—11).

Bible Lessons.

I. A. & B 1. Tell the story of (*a*), the seven days of Creation, *or*, (*b*), the temptation of Adam and Eve.

2. Describe God's call to Abram. How are people called to-day? Name any people who have been called to great work.

A 3. Tell the story of Cain and Abel. Show why Cain was punished.

II. A & B 1. (*a*), "All things are possible to him that believeth"; (*b*), "One thing thou lackest"; (*c*), "She hath wrought a good work on Me"; (*d*), "Watch and pray lest ye enter into temptation." Choose **two** quotations, and say when the words were used. Tell the whole story in **one** case.

2. Describe (*a*), the preparation for the Passover, *or*, (*b*), the appearance of our Lord to His disciples after He rose from the dead.

A 3. "Thou shalt deny me thrice." Give the story of St. Peter in connection with the trial of our Lord.

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

A Bulfinch's *Age of Fable*, page 334, "Odin . . . beings."
B *The Heroes of Asgard*, chapter III., Part II., *The Gift*,—"It was to no purpose . . . elves."

Composition.

A & B 1. Write in prose, or verse, upon **one** of the following,—(*a*), "Don Quixote," (*b*), "Thor," (*c*), "Echo," (*d*), "Perseus," (*e*), "Spring," (*f*), St. Francis.

A 2. Describe your favourite scene from (*a*), *Twelfth Night*, *or*, (*b*), *The Legend of Montrose*.

English Grammar.

A & B 1. Pick out Subjects, Verbs and Objects in the following sentences. Parse the words in italics,—

"The Laplanders *now collected* the milk and took *it toward* the tent and asked *us* to supper. We *crept* in and seated ourselves on *reindeer* skins *which were spread* on the ground."

2. Make sentences, using the right pronouns to the following verbs,— sing, sees, walk, fish, goes, seekest.

3. "The man *whose* dog is barking is crossing the road." Parse *whose*. Use (and parse) "whom," or, "whose," in six more sentences.

English History.

A & B 1. Who was James I.? Mention three events of great importance in his reign, and write what you know about **one** of them (*not* the Gunpowder Plot). Dates.

2. What do you know of **two** of the following,—(*a*), the Pilgrim Fathers, (*b*), the Petition of Right, (*c*), Ship-money? Dates.

A 3. Write what you know of **one** of the following,—(*a*), Things "new" or "old," (*b*), dress and houses, in the Tudor Period.

or, B 1. Give a short description of (*a*), Henry II., and say what he did to restore order in England, *or*, (*b*), St. Hugh of Lincoln.

2. What do you know of **two** of the following,—(*a*), Richard of the Lion Heart and the Third Crusade, (*b*), Simon de Montfort, (*c*), Roger Bacon, (*d*), the story of Wales and its National Heroes?

French History.

A & B 1. Write a short account of (*a*), Henry IV., *or*, (*b*), Cardinal Richelieu.

or, B 1. What do you know about St. Louis?

General History.

A 1. What do you know about (*a*), the Ice Ages, and, (*b*), the animals of those times?

2. Describe some of the tools of early man.

or, 2. Describe and explain two of the Egyptian illustrations you have put into your Century Books this term.

Citizenship.

A 1. Write a short account of Pompey in **two** of the following connections, —(*a*), when he brought his army before the Castle of Petra, (*b*), when he fell sick at Naples and the people did sacrifice for his recovery, (*c*), when he "ran away, not looking back, for all he was so bold."

B 1. Tell the story of (*a*), Cincinnatus, *or*, (*b*), Camillus.

A & B 2. Describe (*a*), how a law is made, (*b*) *A only*, the work of County Councils.

Geography.

A 1. Draw a map of Hampshire, putting in the boundaries, physical features and chief towns. Describe the Isle of Wight.

or, 1. Draw a map of Ireland, putting in the boundaries, mountains, rivers and six towns. Describe (*a*), the West Coast of Ireland, (*b*), two Irish industries.

2. (*a*), At what places could a ship coal in going from Great Britain to Hong Kong? (*b*), By what route would a telegram be sent between Britain and South America?

3. Describe (*a*), the Earl of Cumberland's voyage to the Azores, *or*, (*b*), Drake's voyage in the "Golden Hind."

B 1. Where is Japan? Describe (a), the country, (b), the Japanese and their occupations.

2. Describe the way in which a British trade ship would go from Great Britain to (a), New Zealand, (b), South America.

Natural History.

A & B 1. What do you know about (a), a periwinkle, (b), a cockle, (c), a slug, and the way they live? Drawings.

2. What do you know about **two** of the following,—(a), the bottom of the sea, (b), a glacier, (c), a volcano? Drawings.

3. Write about (a), two constellations, or, (b), four birds you have seen this term, or, (c), your special study.

French.

A 1. Tell in French about (a), the picture on page 52 (*French for Young Beginners*), or, (b), "Simple Simon."

2. *Quelle heure est-il?* Answer, and say what "Jean" does at six different times in the day.

B 1. Make six sentences in French about the pictures on page 58 (*Le Français par les Images*).

2. Make sentences, using the French for three, five, nine, eleven, twenty.

Latin.

A 1. Decline the singular of "nox clara," and the plural of "mare magnum."

2. Translate: (1) He sent a boy to warn the sailor. (2) They say that the enemy have come into the city. (3) Tell me the names of the flowers, O boy.

3. (i.) *A Latin Book for Beginners*, Part I., § 54 (b), Translate five lines, from "Olim" to "expeditum." (ii). Read again the Latin of (1.). then write a narration in Latin.

Arithmetic.

A (1st term.) 1. Father can get an Easter excursion return ticket for one and a third of the single fare. If the single fare is £1: 15: 0, what will Father have to pay for himself and Mother?

2. If John's step is 2 ft. 1 in., how many steps does he take in walking down a path which is 50 yards long?

3. Find the value of: $52 \times (43 + 19) - 35 \times (26 - 7)$.

B (1st term.) 1. If some sheep eat 18 rows of young cabbages, and there are four dozen cabbages in a row, how many do they eat altogether?

2. At a flag-day collection there were 12 shillings, 112 sixpences, 48 threepences, and 180 pennies. How much money was collected?

3. Write down the 16 times table, and use it in dividing each of the following numbers by 16, (a), 85, (b), 256, (c), 1535. Give the remainder in each case.

Picture Study.

A & B Describe "The Fisherman's Hut," by Corot.

Drawing (with brush and in colour).

1. An original illustration (with a title) for (a), a scene from **Kingsley's** *Heroes*, or, (b), *The Heroes of Asgard*.

2. Some spring flowers, or, twigs of trees with leaf-buds.

Music Appreciation.

What music by Brahms have you heard this term? Say what you can about one of his compositions.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, or, a scene from *Twelfth Night* or *Don Quixote*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B.—Note carefully the amount of written work expected in **Form II.B**, *i.e.*, children who do not write easily must write at least *one* answer in each subject (the rest being dictated).

FORM III. (A. and B.)

(AGES 11—13).

Bible Lessons.

I. A & B 1. "And God remembered Noah . . . . and the water asswaged." Describe the events that followed. What do you know of other stories of the Flood?

2. Mention the chief events in the life of Abram up to the birth of Ishmael. Give in detail two stories showing why Abraham "was called the Friend of God."

A 3. Give the story of Cain and Abel, and say what lessons we may learn from it.

II. A & B 1. Give the story connected with **one** of the following quotations,—(a) "Thou shalt be silent and not able to speak"; (b), "The Spirit driveth Him forth into the wilderness"; (c), "Ye must be born anew"; (d), "To-day hath this Scripture been fulfilled in your ears."

2. Write a short account of John the Baptist and his work. What testimony did our Lord bear to him?

A 3. Give and explain three of the parables of the "Kingdom of God."

Writing. (Writing is also considered in each answer.)
Write (A), ten, (B), six, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).
A & B Bulfinch's *Age of Fable*, page 320, "The unicorn . . . . its fall."

Composition.

A & B Write in prose, or verse, upon **one** of the following,—(a), "The Sailing of the Mayflower," (b), "The Birthday of the Great Mogul," (c), "Minerva." (d), "The rencontre of Don Quixote with a strange Knight." (e), "The wild winds of March."

English Grammar.

A & B 1. Analyse the following passage. Parse the words in italics.— "The great trees, *which had looked* shrunken and bare *in* the *earlier* months, had *now* burst into *strong* life and health. The earth had donned her mantle of *brightest green* and *shed* her richest perfumes *abroad*."

A 2. Write down sentences containing (a), nouns or pronouns in the nominative case (3 different ways), (b), nouns or pronouns in the dative case (3 sentences).

3. Write four sentences showing nouns in the genitive case.

B 2. Make sentences using four different kinds of adverbs.

Literature.

A & B 1. Describe a scene in which (a), "Malvolio," *or*, (b), "Sir Dugald Dalgetty," takes a part.

2. Give an account of **one** of the following,—(a), "Don Quixote and his squire with the goatherds," *or*, (b), "An adventure at the Inn."

A 3. What do you know of (a), "Rare Ben Jonson," *or*, (b), George Herbert and his work?

English History. (Answer three questions only).

A & B 1. Write a short account of the difficulties James I. had to meet when he came to the throne.

2. Describe the way in which Charles I. set aside Magna Charta and became absolute king.

3. What difficulties led to the drawing up of the Petition of Right? Give the chief clauses.

4. What do you know of (a), Laud, (b), the Earl of Strafford?

5. Write what you know of **one** of the following,—(a), Some of the famous books, (b), the colleges and schools, (c), the calendar, in Tudor times.

General History.

A 1. What do you know about (a), the earliest "tyrants" in Hellas, *or*, (b), Peisistratus?

. Write a short account of (a), Ala-ud-din, *or*, (b), Tamerlane.

B 1. Describe some of the "great things" which Henry IV. did for France.

2. What do you know of Cardinal Richelieu and his dealings with (a), nobles, and (b), other nations in Europe?

Citizenship.

A & B: . Describe the third triumph of Pompey, and tell one story about Pompey and Cæsar to show why Plutarch said, "happy had it been for him if Pompey had died" at this time.

2. Mention some of the ways in which a good citizen must co-operate for the good of the country. What do you know about the Prince of Wales' call to service?

A 3. Explain how our sense of touch may be a good servant but a bad master. Mention some of the joys which our sense of hearing brings to us.

Geography.

A & B 1. What four new states now take the place of Austro-Hungary? Draw a rough sketch map of the four states, putting in their boundaries, two mountain chains, two rivers and six cities.

2. Describe a journey through some of the beautiful scenery of Austria.

A 3. How may we discover what air is made of? What is understood by (a), radiation, (b), evaporation and condensation? When may we see the effects of each?

Natural History.

A 1. Describe (a), the minnow, explaining how he lives, moves and breathes, (b), a fish of the deep-sea.

B 1. What do you know about (a), an oyster, *or*, (b), a snail? Drawings.

A & B 2. Describe the growth of a seedling you have watched. Drawings.

3. In what ways does the older plant get food?

General Science.

A 1. Write a short account of the way in which water carves out the surface of the earth.

or, 1. Explain (a), how sound travels, and (b), how it reaches the ear.

French.

A & B 1. Describe in French the picture on page 47 (Chapuzet).

2. Rewrite *On Va au Village* (page 43) in the past tense, "Toute . . . la route."

3. Write in French an incident from *Renard et ses Confrères*.

Latin.

A 1. Write the Comparative and Superlative of the adjectives *brevis*, *facilis, bonus*, and of the adverbs *alte* and *male*.

2. Translate: (1) The father says many things lest the boy should not hear. (2) (*In two ways*) He ordered him not to tell many stories. (3) The shores are very long and the water is much too deep.

3. (i.) *A Latin Book for Beginners*, Part II., § 18. Translate lines 45-53, "Tabuerant . . . . sepulti." (ii.) Read the Latin of (i.) again, then write a narration in Latin.

B (*Gradatim*) I. Decline (i.) "duo"; (ii.) the singular of "is."

2. Translate; (1) We saw a great oak on a rock. (2) Open the doors, O faithful guardians. (3) Many years afterwards they came to a higher mountain.

3. (i.) *Gradatim* § 44. Translate six lines from "Erat olim" to "delevit." (ii.) Read again the Latin of (i.) then write a narration in Latin.

German.

A 1. Make six sentences in German about the picture on page 7 (*Siepmann*).

2. Give the nominative and genitive singular, using the definite article, of the following nouns,—*Kopf, Bein, Zunge, Fuss, Kralle*.

3. Use the indefinite article and a suitable adjective with each of the nouns in (2).

Beginners. 1. Make ten sentences in German with the nouns given on page 5 (*Ich Kann Deutsch Lesen*).

or, Italian.

1. Use in sentences the Italian expressions of time for 10-05; 6-10; 8-35; 10-50; 9-00.

2. Give (a), the present, (b), the imperfect indicative of the verbs *andare* and *venire*.
3. Translate into Italian (a), as strong as a lion, (b), a more difficult problem, (c), a very happy child, (d), the longest road.

Arithmetic.

A (1st term.) 1. In 1931, £1=124.20 frcs.; in 1932, £1=88 frcs. Find how many francs were given in exchange for £4 : 10 in (a), 1931, (b), 1932.

2. Find the cost of 12.25 dozen yards of muslin for acting dresses at 3¼d. a yard.

3. If 36 men have rations for 24 days, how long will the food last if 18 more men join them?

B (1st term.) 1. Ninety-six people went by motor-bus; ⅜ paid 1d. each, ¼ of the others paid 2d. each, and the rest 3d. each. How much money was taken?

2. Divide 15/- between 3 boys, A, B, and C, so that A has 1/6 more than B, and B 9d. more than C.

3. Find the difference between ⅔ of 20 and ⅞ of 20, and divide the answer by 2 1/6.

Geometry.

A 1. To draw a straight line perpendicular to a given straight line at a given point in it.

2. At a point O in a straight line AB to construct an angle of 45°.

3. To construct a right-angled triangle ABC having given the hypotenuse (c) and one side (b).

Algebra.

A & B 1. If $a=4$, $b=3$, $c=2$, write down the values of the following:
   (i) $4a \times 6b \div 2$.
   (ii) $10 \times 8ab \times 6ac \div 2$.
   (iii) $6a^3bc \div 3a^2c$.

2. John cycles 8 miles due north, then 6 miles due south, then 12 miles due north. How far is he from his starting point and in what direction? Diagram.

Picture Study.

Describe "Cows standing in a Marsh," by Corot.

Drawing. (All work should be done with brush and in colour).

1. (a), A tree study, indicating some special tree you have seen, *or*, (b), some twigs with leaf-buds.

2. An illustration for (a), *Twelfth Night*, *or*, (b) *Don Quixote*.

Music Appreciation.

What compositions by Brahms have you heard this term? Say what you can about one of them.

Recitations*.

Father to choose two Bible passages, a poem from *The Golden Treasury*, *or*, a scene from *Twelfth Night*.

Reading.*

Father to choose a poem, and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

FORM IV. (A. and B.)

(AGES 13—15).

Bible Lessons.

I. A & B 1. Give the chief details of the second creation story (Genesis, chapters II. and III.,). What lessons may we learn from the story?

2. "By faith Abraham . . went out not knowing whither he went." Mention other events in Abraham's life to which his faith also applied, and describe shortly the mission of Abraham's servant to Mesopotamia.

A 3. What ideas about God and His working are sent forth for us in the story of the six days of creation?

II. A & B 1. "There was a man sent from God whose name was John. The same came for a witness." Give an account of John's witness to Christ on two occasions.

2. To whom did our Lord give His teaching on (a), "the new birth;" (b), "the water of life"; (c), "the bread of life"? Describe the whole occasion in **one** instance, and say what lessons we may learn.

A 3. "In the beginning." Compare and contrast the use of these words (a) in Genesis, (b) in St. John's Gospel.

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer).

The Fortunes of Nigel, chapter I., §5, "The shop. . . . . . science."

Composition.

1. Write a conversation between two of the following:— (a) "Malvolio" and "Richie Moniplies," (B) Dr. Diego Alvarez Chanca and Kinglake, (c) the lama in *Kim* and "Christian," (d) Pompey and Montluc.

2. Some verses, which must scan, of **one** of the following:— (a) "Kim," (b) "Circe," (c) "The Joys of Hearing," (d) "Sunshine."

English Grammar.

A & B 1. Analyse the following, and parse the words in italics.—

   "This Hermit *good lives in that wood*
   Which slopes down to the sea.
   How loudly his sweet *voice* he rears!
   He loves to talk with marineres
   That come *from a far* countree."

A 2. Write notes on the formation of tenses, and show by examples the richness of the English language in comparison with French and Latin.

3. Give examples of, and write notes on, three (a), disguised words, (b) words of recent origin, (c) words derived from proper nouns.

B 2. Show, giving examples, the distinction between an adverbial clause and an adverbial phrase. How would you deal with each in analysing them?

3. Pick out and parse fully the relative pronouns on p. 90, *Ambleside Geography Book V*.

Literature. (Answer three questions only).

A & B. 1. Give a character sketch of **one** of the following—(a) "Malvolio," (b) "Maria," (c) "Viola," quoting lines where you can.

2. Give shortly the story of *Comus*, quoting favourite lines where you can.

3. Mention three scenes in *The Fortunes of Nigel* which throw light upon history of the period, and describe one of them.

4. Give a brief account of (a) Ben Jonson and his work, *or*, (b) the early life of Milton.

English History. (Answer three question only).

A & B 1. What do you know of (a) the difficulties which James I. had to face on coming to the throne, (b) his doctrine of "divine right," and some of its consequences? Dates.

2. Describe the King's (Charles I.) gradual decline from constitutional government, and give the chief clauses of the Petition of Right. Dates.

3. Describe the help given to Charles I. in his autocratic government by (a) Strafford, (b) Laud.

4. Give some account of the course of the Civil War. Dates.

5. Write a short account of Cromwell, his character and his growth in power.

General History'

A 1. Describe the part taken in the Sicilian expedition by (a) Alkibiades, and (b) Nikias.

2. Give an account of the Feudal Age of the great Nile people.

B 1. What do you know about (a), the earliest "tyrants" in Hellas, *or* (b), Peisistratus?

2. Write a short account of (a), Ala-ud-din, *or*, (b), Tamerlane.

Citizenship.

A & B 1. Give examples to show (a), how we may walk in the pleasant places of Science and History, and (b), why we must take imagination with us. What dangers sometimes stand in our way?

2. Give some account of Pompey (a), when "the plenty he brought came like a lively spring that dispersed itself through Italy;" *or*, (b), "when he made friendly countenance under Cato and thanked him," *or*, (c), when "he fell into such pride and glorious conceit of himself."

3. Give some of Mr. Ruskin's thoughts about the opening of the doors of King's Treasuries. Show in what respect the Prince of Wales' Call to Service illustrates Mr. Ruskin's teaching.

Geography.

A & B 1. Draw a sketch map of India, putting in the principal features, physical and political. Describe the Deccan.

2. "The two barren countries of Afghanistan and Baluchistan are of great importance in the political geography of Asia." Explain this, and write what you know of the two countries.

A 3. "The effects of time on rocks are evident in more ways than one." Explain, with diagrams, giving examples from your own observation.

B 3. Describe the formation of (a), dew, (b), mist, (c), clouds.

Natural History.

A & B 1. Distinguish between the following—(a), bulb, (b), corm, (c), rhizome, (d), rootstock. Draw examples of each, and write fully upon **one** of them.

2. Write notes, as from your Nature Note-Book, on the special study you have made this term.

A 3. Mention some of the different ways in which fossils may be formed. Describe, with drawings, some of the fossils found in the Cambrian rocks.

B 3. Describe, with diagrams, two of the descendants of the ancient fishes of the seas of ages long ago.

General Science.

A 1. Write a short account of the work astronomers are doing in (a), discovering the climates of the different planets, *or*, (b), the weighing and measuring of stars.

B 1. What three tests can we apply to prove the presence of matter? Examples. Give instances to show that sight tells us most of the behaviour of matter.

A & B 2. What do you know about (a), the structure of muscle, (b), the way muscle acts? What is our duty towards our muscles?

French.

A 1. Translate into French: *L'Enseignement Littéraire*, p. 95, "On a certain summer day . . . distant horizon." What tense have you used, and why?

2. Write notes in French on the following, and give two examples of each in sentences.—*Le participe présent, le gérondif, le participe passé*.

B 1. Write in French a short account of a walk before sunrise in the spring.

2. Use each of the following verbs in a sentence, varying the tenses and persons—*appeler, mener, manger, essuyer, lancer, jeter*.

A & B 3. Write in French an account of a journey, or an exciting adventure, in Northern Canada. (*La Bête dans les Neiges*).

Latin.

A 1. Translate: (1) The general must capture the city. (2) The boys came to the shore for the purpose of seeing the dolphin. (3) They feared that the enemy would send arrows upon the cohorts.

2. (1) *A Latin Book for Beginners*, Part II., § 61, translate lines 20-29, "*Vestitus . . . praetermissa.*" (ii) Read again the Latin of (i) then write a narration in Latin.

3. (i) Virgil's *Æneid* (Freeman), pages 62 and 63, translate lines 533 to 539, "*Hic Priamus . . . vultus.*" (ii) Why are *curet* and *reddant* subjunctive.

B 1. (i) Write the Latin for 20, 50, 80, 700, 30th. (ii) Write the Perfect Subjunctive of "*capio*" and the Pluperfect Subjunctive of "*sum*."

2. Translate: (1) The enemy threw so many arrows that the soldiers started to desert the town. (2) Scipio conquered Hannibal in 201 B.C. (3) Horatius was so brave that many have told this story.

3. (i) *A Latin Book for Beginners*, Part II., § 39, translate lines 26 to 34, "*Duos . . . venire*." (ii) Read again the Latin of (i) then write a narration in Latin.

German.

A & B 1. Translate Exercise IV., page 177, sentences 10-20.

2. Use in sentences the first person singular, perfect tense, of *werfen, sehen, schreiben, sagen, geben*.

3. Translate into German, page 176 V.

or, Italian.

A & B 1. Translate into Italian, Exercise B, page 56, sentences 1-10 (Clark).

2. Translate into English and retranslate into Italian "A Sicilian Story," page 82.

3. Make sentences, using the following adjectives in the feminine plural —*bello, bianco, alto, povero, piccolo*.

Arithmetic.

A 1. A sovereign can now be sold for 27/7. What is the gain per cent?

2. How many feet of boarding 6 in. wide will be required for the floor of a hut 25ft. × 20 ft? Find the cost at 1½d per foot length.

3. A man leaves home at 11 a.m. and walks at a steady pace of 4 miles an hour. His son starts at noon, and cycles at 12 miles an hour to catch him up. Draw a graph representing their movements, and read from it when and where the son overtakes the father.

B 1. Take 3.42 from 9.54 and subtract the result from 8.32 added to 9.51.

2. If 3.5 metres of cloth cost 26.25 francs, how much will 2.52 decametres cost?

3. Find by factors the H.C.F. and L.C.M. of 30, 63, 375.

Geometry.

1. The straight line drawn perpendicular to the radius of a circle at its extremity is a tangent to the circle.

2. AB, BC, are equal chords of a circle. Show that the tangent at B is parallel to AC.

3. If a parallelogram and a triangle stand on the same base and between the same parallels, the area of the parallelogram is double that of the triangle.

Algebra.

1. Factorise: (1) $4f^2 - 9g^2$.
    (2) $36x^2 + 60x + 25$.
    (3) $25l^2 + 40lm + 16m^2$.

2. By the use of factors find the product of:
    (1) $a-b+c-d$, $a-b-c+d$.
    (2) $x-4$, $x+4$, $x^2-4x+16$, $x^2+4x+16$.

3. If 4 ducks and 2 rabbits cost 17s. 6d., 2 chickens and 3 ducks cost 17s. 3d., 3 rabbits and 1 chicken cost 6s. 9d., find the price of each.

Picture Study and Architecture.

1. Describe "The Cornfield," by Corot.

2. Describe (*a*), briefly, the architectural discoveries at (i) Crete, (ii) Mycenae, and (iii) Tiryns, *or*, (*b*), the Parthenon. Drawings.

Drawing (with brush and in colour).

1. Figures on a windy day.

2. An illustration for (*a*), "April brings the primrose sweet," *or*, (*b*), *Kim, or*, (*c*), *Twelfth Night*.

Music Appreciation.

What music by Brahms have you heard this term? Write what you can about any one of the compositions.

Recitations.*

Father to choose two Bible passages and (*a*), a poem, *or*, (*b*), a scene from a play or novel.

Reading.*

Father to choose a poem, and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

FORM VI. and V.

(Ages 15—18).

Scripture.

I. VI & V. 1. Sketch briefly the history of Ezekiel's time.

2. Describe Ezekiel's vision of God's glory, indicating, as far as you can the significance of the details.

VI. 3. Summarise briefly the leading doctrines of Ezekiel.

II. VI. & V. 1. Under what circumstances was the Epistle to Galatians written and to whom was it addressed?

2. Give St. Paul's sequence of thought in this Epistle upon **two** of the following—(*a*), justification by faith, (*b*), the nature of Christian liberty, (*c*), the requirements of the law of love.

3. Choose **three** of the following quotations, and write upon our Lord's teaching contained in them, giving the context,—(*a*), "If I bear witness of myself, my witness is not true"; (*b*), "I am the bread of life"; (*c*), "The Son of Man is Lord even of the Sabbath"; (*d*), "The lamp of thy body is thine eye"; (*e*), "Whosoever would save his life shall lose it."

Composition.

VI. & V. 1. A *Times* leader on **one** of the following.—(*a*). The Call to National Service. (*b*). The League of Nations and the Far East, (*c*), The Gold Standard (1819, 1932).

2. Some verses, which must scan, to **one** of the following.—(*a*), Spring; (*b*), memories of childhood; (*c*), a Poet-Patriot.

English Language.

VI & V. 1. Analyse the following and parse the words in italics.—

"My robe is *noiseless while* I tread the earth,
Or *tarry* 'neath the banks, or stir the shadows;
But *when* these *shining wings*, this *depth* of air,
Bear me *aloft* above the bending shores
Where men *abide*, and far the welkin's strength
Over the *multitudes conveys* me, then
With rushing whir and clear melodious sound
My raiment *sings*. And *like* a wandering spirit
I float unweariedly o'er flood and field."

VI. 2. Write upon the influence of (*a*), the Phœnicians, (*b*), the Arabs, upon place names.

3. An essay on (*a*), "Elements of Style," *or*, (*b*), "The Influence of Books.

V. 2. Write upon the motives which lead men to seek for new words, giving examples in illustration.

Literature. (Answer three questions only).

VI. & V. 1. A scene between "Iphigenia," "Pylades" and "Orestes," from *Iphigenia in Taurus*.

2. Sketch the parts played by the two characters who interested you most in *Twelfth Night*.

3. A scene for acting from one of the novels you have read this term.

VI. 4. Sketch briefly the struggle between fear and faith recorded by Carlyle in "the Everlasting No and the Everlasting Yea."

5. An essay on "The Veins of Wealth" according to Ruskin.

6. In what respects does (*a*), *Sybil*, *or*, (*b*), *Alton Locke* throw light on the life of the period?

7. "Poetry takes its origin from emotion recollected in tranquility." Discuss this saying of Wordsworth's from your reading of (*a*), his own poetry, *or*, (*b*), that of Coleridge.

V. 4. What has Ruskin to say of the spirit of (*a*), Sacrifice, (*b*), Truth in Architecture? Examples.

5. "Some recollections of Childhood" from your reading this term.

6. "Pictures" from *Childe Harold*, Canto III.

7. Write on "the glory of motion" in a mail-coach according to De Quincey.

English History.

VI. 1. Compare and contrast the opinions and the work of Owen, Cobbett and Place.

2. Discuss Free Trade from the point of view of (*a*), Huskisson and, (*b*), the National Government of 1931. Dates.

3. Sketch briefly the foreign policy of (*a*), Canning, (*b*), Pitt. Dates.

V. 1. Trace the progress of the Reform Movement from 1830-1834.

2. Write notes on (*a*), the Durham Report, (*b*), Lord William Bentinck's Indian Reforms, (*c*), the Chartist movement. Dates.

3. Sketch briefly (*a*), the causes which led to the Crimean War, (*b*), the course of the war. Dates.

General History.

VI. 1. "The Middle Age stands for an order of Society and for an order of thought." Write upon the three factors which contributed to this order.

V. 1. Give an account of the rise of the Sumerian Civilisation. Dates.

VI. & V. 2. Describe the reconstruction of the map of Europe after Napoleon's abdication. Dates.

Every-Day Morals and Economics.

VI. 1. Trace, as far as you can, the line of argument adopted by Socrates in his enquiry into the nature of piety and impiety.

V. 1. Write some notes on (*a*), Fortitude and on Prudence, *or*, (*b*), the vagaries of the uninstructed conscience. Give illustrations from your term's reading if possible.

VI. & V. 2. An essay on (*a*), the present Tariff problem, *or*, (VI only) Wealth and Welfare.

Geography.

VI. 1. We "cannot understand the Highlands without having seen the Alps." Discuss this statement and describe a typical Highland region.

2. An essay on "Japan, the Old and the New."

3. Write upon the characteristics and the causes of (*a*), granite, (*b*), limestone topography. Drawings.

V. 1. An essay on Commerce and Sea-Power.

2. Describe, with diagrams, the geological features which may be seen on a journey, *e.g.*, from London to (*a*), Crowborough Beacon, *or*, (*b*) Gloucester.

3. How could you find the latitude of a place (*a*), at night, (*b*), by day? Explain with diagrams.

General Science.

VI. 1. A brief résumé of "Science and the Unseen World."

V. 1. Write as fully as you can upon **two** of the following.—(*a*), polarised light, (*b*), reflection, (*c*), refraction, (*d*), colour.

VI. & V. 2. Explain the following terms,—(*a*), outcrop, (*b*), cleavage, (*c*), dislocation, (*d*), plication, (*e*), fault. Mention examples you have seen. Write fully upon the cause and effect of any **two**. Diagrams.

Biology, Botany, etc.

VI. 1. Write an essay on the social life of animals

2. Write upon the structure and work of (*a*), efferent, (*b*), afferent nerve fibres.

V. 1. What changes take place in a seed during (*a*), fertilisation, (*b*), germination? Write fully, with diagrams, on one particular example.

2. "All plants must be able to meet successfully the most adverse conditions to which they may be exposed." Describe fully three such adaptations to circumstances.

Astronomy.

VI. 1. What modern discoveries in relation to the behaviour of matter have superseded the "law of conservation of matter"?

2. "Nature is such that it is impossible to determine absolute motion by any experiment whatever." Explain, as far as you can, experiments which led to this formulation of the principle of relativity.

V. 1. Write upon the discovery and nature of Saturn's rings.
   2. Write notes, with a chart, on the constellations you have identified this term.

French. (All answers to be written in French).

VI. & V. 1. Give examples in sentences to illustrate three different uses of (a), the subjunctive mood, (b), adverbs.
   2. Write (a), a scene from *Colomba*, or, (b), a résumé of *Fantasio*.
   3. Translate into French (VI.) *Coleridge*, page 144, the letter to his brother, (V), (Molmy), page 99, "Stop, thief. . .be off."

Latin.

VI. 1. Write short notes on the Roman Calendar, giving examples of dates, with their translation.
   2. Translate: (1) The Athenians, having returned to burnt homes and ruined temples, began to raise a new Athens. (2) They asked if we had seen the city or not. (3) In seeking peace they think that prisoners ought to be exchanged.
   3. (1) *A Book of Latin Letters*, No. 7. translate lines 1-10, "Noli. . . habere." (2) Read again the Latin of (1) then write a narration in Latin.

V. (First year). 1. Write the four Principal Parts of *credo, sto, capio, video, vinco.*
   2. Translate: (1) Polyphemus, a man with one eye, came to the mountains at daybreak. (2) The soldiers whom they killed were many. (3) Having captured the town, the general resolved to set up new laws.

(Second year).

   1. Write the Present Infinitive and Perfect Participle of *loquor, patior, orior, potior* and *audeo.*
   2. Translate: (1) They are asking if you will come to-morrow. (2) Having spoken these words he set out for Rome. (3) The general sent messengers for the purpose of making peace.

(First and second years).

   3. (a) *Æneid IX.* Translate lines 371-380, " Jamque . . . coronant." (b) *Either* read the Latin of (a) again then write a narration, *or,* parse *subibant, sublustri, temere, agmine, abitum.*

German.

VI. & V. 1. Make sentences, using the verbs 1-10, page 279 (*Siepmann*) in (a), the imperfect, (b), the perfect indicative tenses.
   2. Write in German, (a), a description of Klausthal, *or,* (b), one story from Peter Schlemihl.
VI. 3. Translate into German, *Coleridge*, page 106, the verses written on April 23rd.
V. 3. Translate into German, page 330 (*Siepmann*): Reproduction.

Italian.

VI. & V. 1. Translate into Italian (*Clark*), Exercise B 1, page 162, sentences 1-10.
   2. Write, in Italian, a short incident from *Le Mie Prigioni, or, All' Aria Aperta.*
   3. Read once in Italian and write the substance in Italian prose,— (*Clark*), page 212, the lines by (a), Ariosto, *or,* (b), Pellico.

Arithmetic.

(First Year).

   1. Find the price of $4\frac{1}{2}$ per cent. stock, when an investment of £3477 produces an income of £171.
   2. The Simple Interest on £450 for a year (12 months) was £16 10s. During the first 8 months the rate of interest was $3\frac{1}{2}$ per cent, per annum. What was the rate per cent. per annum during the remainder of the year?
   2. In what ratio must sugar which cost 4d. be mixed with sugar which cost 7d. a lb. so that the whole might be sold at $7\frac{1}{2}$d. a lb. and 25 per cent. profit be made?

(Second Year.)

   1. Add together .375 of 13s. 4d. and .07 of £2 10s. and subtract the result from £.45
   2. A man sold an article for £6 18s. 9d., gaining $12\frac{1}{2}$ per cent. (a), What did it cost him, and, (b), what would have been his gain or loss per cent, if he had sold the article for £6 15s. 8d.
   3. When the postage for letters was 2d. and for post cards $1\frac{1}{2}$d., the average monthly expenses on postage of a man who wrote twice as many post cards as letters was 9s. 2d. How much per month did he save when the postage for letters was reduced to $1\frac{1}{2}$d. and that for post cards to 1d ?

Geometry'

First Year).

   1. Show how to draw a regular hexagon (i) *about*, (ii) *in* a given circle.
   2. Show how to draw a circle (i) *in* a regular pentagon, (ii) *about* a regular octagon.
   3. Two circles touch externally at A ; PQ is their common tangent. Prove that the tangent at A bisects PQ and that $\angle PAQ=90°$.

(Second Year).

   1. If two triangles have their sides proportional when taken in order, the triangles are equiangular to one another, those angles being equal which are opposite to corresponding sides.
   2. A man whose height is 6 feet standing 32 feet from a lamp-post observes that his shadow cast by the light is 8ft. in length: how high is the post above the ground? How far from the post must a boy 5ft. high stand in order to cast a shadow 5ft. long?
   3. Draw a tirangle ABC of any shape and show how to find a point P equidistant from B and C and also equidistant from AB and AC.

Algebra.

(First Year).

   1. Solve the equations:
      (1) $3x(5x-1)=4(x+9)$.
      (2) $2x-5=\dfrac{12}{x}$
   2. Find:
      (1) The H.C.F. of $3a^3-7a^2+a+2$ and $3a^3-4a^2-3a-2$.
      (2) The H.C.F. and L.C.M. of $6x^2-13xy+6y^2$. $12x^2-5xy-2y^2$, and $15x^3+2x^2y-8xy^2$.

3. Find the value of:

(1) $\dfrac{3-x}{6} - \dfrac{2x-1}{7} - \dfrac{3-2x}{3}$

(2) $\dfrac{a^2}{ab-b^2} + \dfrac{b^2}{ab-a^2}$

(Second Year).

(1). Solve the equations:
(1) $x^2-8x=1$
(2) $(x-2)(x+2)=2x-3$.

2. A dealer buys a number of calves for £80. If he had bought four more for the same money, each calf would have cost £1 less. How many did he buy?

3. Plot the graph of the expression x^2-6x+7 between the values $x=-1$ and $x=6$. From the curve find (a) the minimum value of the expression x^2-6x+7, (b) the roots of the equation $x^2-6x+7=0$.

Art Studies.

VI. & V. 1. Describe with a rough sketch of the composition, "A view of Sin-le-Noble," by Corot.

2. Write a short account of the work of (a) Giotto, or, (b), Claude, describing in detail one of his pictures.

VI. 3. Explain, with diagrams, the distinctive features of Byzantine architecture. Mention the buildings you would visit in order to study the Byzantine type.

V. 3. "No other country bears such testimony as Egypt to the great historical value of architecture." Explain and illustrate.

Painting.

1. Illustrate, with rough sketches, the statement that "the principle of recurring or re-echoing lines" is a leading principle in design.

2. A study in light and shade, e.g., (a), in the corner of a room, or, (b), in drapery.

Music Appreciation.

What works of Brahms have you heard this term, and what have you learned? Write fully upon one of his orchestral works.

Reading.*

Father to choose an unseen (a), essay, (b), poem.

Music.*

Parents to report upon practical examination.

Singing.*

Father to choose an English, and a French song.

Drill.*

Report progress.

Work, Crafts. etc.*

Outside friend to examine. List of handicrafts completed to appear on Parents' Report.

THE HOUSE OF EDUCATION

(*Secondary Training College*).

AMBLESIDE.

(*Founded in* 1891 *by Miss Charlotte M. Mason, Principal till* 1923).

"For the Children's Sake,"

Man cannot propose a higher or holier object for his study than Education.—PLATO.

Examiners:

W. G. DE BURGH, Esq., M.A., Professor of Philosophy, Reading University, examines in Practical Teaching, Psychology, the Theory and History of Education.

The REV. A. THORNLEY, F.L.S., F.E.S., F.M.S., examines in Nature Lore.

St. John's Ambulance Association, in Hygiene, etc.

J. PHILLIPS, Esq., in Drawing and Handicrafts.

Principal:

MISS E. A. PARISH.

Vice-Principal:

MISS E. CHOLMONDELEY.

Secretary:

MISS M. HARDCASTLE.

Assistant Secretary:

MISS L. W. WADSWORTH.

Teaching Staff: MISS DRURY, MISS M. C. GARDNER, M.A., MDLLE. CHAUDOUET, MISS K. C. HUGMAN, MISS M. G. DOWNTON (*resident*). MISS BELL, W. H. WADDINGTON, Esq., A. F. QUARMBY, Esq., M.D. (*visiting*).

The OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, *the bringing up of children*. It is

needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and this particular training should be of service to all who may, in any way, be concerned in education.

Candidates for admission must have received a sound education. There is an entrance examination. The students of the College qualify to become.—

(a) *Primary Governesses.* These teach boys and girls from six to ten years of age, whether in families or in Preparatory Schools following the P.U.S. programmes. They do not take "entire charge."

(b) *Secondary Governesses.* These qualify as teachers to more advanced pupils (aged from 10 to 17 or 18). They should, as a rule, enter with certificates of attainments, though such certificates are not indispensable as the entrance examination affords a test.

(c) *Mistresses of P.U.S. Classes or Schools.**

(d) *Mistresses in Secondary Schools* in which the P.U.S. Programmes are followed.

There is but one course of training; the division into (a) and (b) depends upon the student's previous attainments; the entrance examination (a test of intelligence) must be taken by all.

The work of the College may be classed broadly under the following heads:—

I. Ethics and the philosophy, history, methods and principles of Education. This work is tested by three papers set by the Inspector, dealing with the history of education, practical education (methods, etc.) and the theory of education; a student's final certificate largely depends upon these papers. The aim of education, as presented to the students, is—To produce a human being at his best— physically, mentally, morally and spiritually— quickened by religion, and with some knowledge of nature, art, literature, and manual work.

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* It is increasingly common for a few families to combine and form a class or a small school which one or more House of Education Students may be invited to carry on; (such a nucleus should guarantee the required salary or salaries). Several children in one Form or a few in two Forms constitute a Class. Should such "nucleus" contain children of varying ages and in, say, three or four Forms, the children make a School though it may be a small one.

II. The practice of education under direction (in the Practising School, which includes Forms I to VI of the Parents' Union School, the six Programmes of the School are followed in every subject); criticism lessons; the work is tested by a lesson given by each student before the Inspector, the marks she receives going towards her Certificate.

III. The teaching of languages: elementary Greek; Latin, French,‡ German and Italian, on P.U.S. methods; courses of lectures in French on French History and French Literature.

The Inspector hears each student do some *vivâ voce* work in each of the languages at the close of her training.

IV. The teaching of Mathematics upon modern methods.

V. Nature-Lore, which includes the acquiring of familiar acquaintance with the natural objects—wild flowers and fruits, trees, birds and insect life—of this beautiful country; field work (in botany, natural history, geography and geology) and the keeping and illustrating in colour of a Nature-diary. The NATURE-LORE CERTIFICATE assures a knowledge which should enable the teacher to gratify the intelligent curiosity of children, and to introduce her older pupils to the delightful pursuits of the field naturalist. This nature study is supplemented by definite scientific teaching in botany, biology, geology, astronomy, etc.

VI. The teaching of English, reading, singing, and the piano, receive attention. On every Tuesday evening, some one of the students reads a paper dealing with a given author or composer, illustrated by readings or performances from his works. These evenings are known as "Scale How Tuesdays."

VII. Some teaching in human physiology and hygiene is given; first aid and home nursing (tested by the examinations of the St. John Ambulance Association); Ling's Swedish system of Gymnastics is followed, both in free-standing movements and in exercises performed with apparatus— Swedish boom, etc.—in the Gymnasium; the art of taking walks, guiding, cricket, hockey, graceful calisthenic exercises with the ball, skipping-rope, etc., and dancing, are amongst the means of health and happiness to the use of which the students are trained.

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‡ Great pains are taken to secure fluency and a good accent, and some residence in France is usually insisted on.

VIII. Art: Drawing from the object, figure, landscape, in charcoal and water-colour (monochrome or colour scheme), on broad artistic lines. Modelling in clay, wood carving.

IX. Arts and Crafts. Prominence is given to manual training both for its own sake and as affording various interests. Among the subjects taught are cardboard Sloyd, bookbinding, wood-carving, basket-making, leather and brass repoussé work, needlework, knitting and netting.

The students are trained to carry their pupils through the progressive classes of the Parents' Union School, which includes in its Programmes, Bible knowledge and Church History, Latin, French, German and Italian, Mathematics, Literature, History, Geography, Scientific and other subjects, in addition to those indicated above. They also take charge, two at a time, week about, of the girls in the Practising School, under the Head Mistress and the House Mistress, in a separate boarding-house (Fairfield).

(There are occasional vacancies in the small Practising School for girls aged from ten to eighteen. Fees: £28 a term. Girls who wish to enter with a view to being trained later are preferred.)

The College training course occupies two years, at the end of which the student sits for the House of Education Certificate, which may be of the first, second or third class. The class of her certificate is not the sole or even the chief test of the qualifications of a student.

Students enter in January. They are not admitted under eighteen, nor, for less than two years.

The year is divided into three terms, Spring, Summer and Winter; the first from the middle of January to the middle of April; the second from the end of April to the middle of July; the third from the end of September to the middle of December.

There are three vacations, Winter, Easter, and Summer. Part of the Summer vacation is spent by the senior students in probationary teaching; and the junior students are expected if possible to spend some weeks in France.

Fees, *payable in advance*, £36 13s. 4d. a term, which includes the cost of the more important books used, stationery, materials and the use of tools for handicrafts, examination fees, etc.

The students pay for their own washing.

Every student, on completing her training, must pay a fee of £5 to the *Parents' National Educational Union*. This fee, which entitles the student to the *Parents' Review* for three years, and to a Life Membership of the Union, is paid to the *Secretary of the*

P.N.E.U., at the London Office. It may be paid at once, or, in instalments lasting over a year.

The training is carried on at *"SCALE HOW,"* a finely situated building on high ground including—besides sleeping and living rooms—Lecture Rooms, Work Room, Practising School, Gymnasium, etc., in its own beautiful grounds.

The House of Education Certificate, which is awarded to successful students at the end of their training upon their examination in the Theory and Practice of Education, guarantees practical skill in teaching; some knowledge of the principles of physical, ethical, intellectual, and religious Education; and that the student is instructed to train nerve and muscle, intelligence, will and conscience in such wise as to work towards the fullest development of the children committed to her care. It certifies a knowledge of P.N.E.U. methods of teaching and of text books; and that the student is in touch with the educational thought and work of the Union. It attests, too, that she is trained to educate the hand by means of useful and delightful Home Arts. This certificate testifies, in a word, to some degree of the "all round" qualifications necessary to those who take in hand the education of young people up to the age of seventeen or eighteen, at which age specialisation should begin.

The Certificate will be awarded only when the student shows herself possessed of—to adapt a phrase—the enthusiasm of childhood, which makes all work of teaching and training heart-service done to God.

The interest felt in the House of Education is widespread, and it is not possible to supply the demand for governesses trained here. Earnest and well bred women who are looking out for good work are invited to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by mothers, especially by some of those whose engagements press heavily upon them. There is also a large demand for teachers in schools, but it is possible to supply students only to those which take the Parents' Union School work.

Anyone employing a House of Education student must become a member of the P.U.S. and of the P.N.E.U. The P.U.S. issues a *common curriculum* for families and schools. Programmes of work and examination papers on them, in six forms (for pupils aged from 6-18), are sent to members term by term, and the pupils' work is examined and reported upon. Fuller particulars of the P.U.S. may be obtained from MISS KITCHING, Director of the P.U.S., House of Education, Ambleside. Particulars of the

P.N.E.U. from the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

It is most desirable that ladies inquiring for such students should not be at the same time in correspondence with other candidates for the post. The students do not advertise or answer advertisements if they wish at any time to receive posts through the College. The House of Education does not train *nursery* governesses. A student's salary is paid by the term (one third of the year's salary) and a term's notice on each side is necessary.

For form of entry, etc., to the College apply to

The Secretary,

HOUSE OF EDUCATION,

AMBLESIDE.

BOOKS AND PAMPHLETS FOR SALE.

The following by MISS C. M. MASON:—

An Essay towards a Philosophy of Education (New edition). 7/6, post free 8/-.

Home Education: Education and Training of Children under nine, 5/6, post free 6/-.

School Education: Education and Training for Children over nine. 5/-, post free 5/6.

Parents and Children: A Practical Study of P.N.E.U. Principles. 5/- post free 5/6.

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The Home Training of Children. By THE HON. MRS. FRANKLIN, Hon. Secretary of the P.N.E.U. 3d., post free.

Recommended Gift Books for Children. MRS. CLEMENTS PARSONS. 1/1, post free.

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Children and the Stress of Life. By HELEN WEBB, M.B. 3/6, post free 3/10.

Thought-Turning as a Factor in the Training of Character and a Talk to Nurses. By HELEN WEBB, M.B. 6d., post free.

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